**K-5 ELA Lesson Plan**

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| **Teacher:**  **Anna Potts, Michelle Lee, Brittany Baldwin** | | **Grade:**  **2nd Grade** | | | **Date(s)**: 9/10/12 Day 3 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Task 3 | | |
| **Essential Question(s): How do good writers tell the story of someone else’s life?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart paper**  **Paper**  **Markers**  **Staff member**  **A Man of Vision (reading a-z)**  **Projector**  **Sequencing graphic organizer**  **Crayons** | | | | **Fiction- a story about something that is not real.**  **Nonfiction- a story about something that is real.**  **Realistic Fiction- a story about something that is not real, but could be real.**  **Biography- an account of a person’s life written by another person.**  **Interview- asking questions to find information about a person’s life.** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Writing**  **Standards:**  **L.2.2.** **Demonstrate command of the conventions of standard English capitalization, punctuation**, and spelling **when writing**.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **L.2.2.e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **I Can Statement(s):** I can demonstrate how to use standard capitalization and punctuation when I write.  **Instructional Plan:**   * **Review the interview questions we came up with as a class from yesterday. Discuss again what makes them good questions and why.** * **Remind students of the 5 mandatory questions that they will have to ask the staff member.** * **Have the students write in their interview template the 5 mandatory questions and up to 5 questions of their choice from the list.**   **(After Reading)**   * **Discuss Louis Braille’s life, why it was important, and what types of challenges he overcame.** * **Have students complete a sequence graphic organizer with teacher drawing the events and challenges of his life in order.** * **Review with students how to write a complete sentence (capitalization and punctuation).** * **Model for students how you can use a dictionary in order to figure out how to spell words. (Think about how the word sounds, dictionary is in abc order, think about the beginning letter, etc).** * **Have students write a complete sentence to match their picture independently. (if they come to a word they cannot spell encourage them to use the dictionary to figure the word out.)** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  XShared  X Guided Practice  XIndependent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **I Can Statement(s):** I can follow the rules of discussion.  **Instructional Plan:**   * **Model for students how they should ask questions during an interview (talk clearly and loud enough for the person to hear you)** * **Take a moment to have pairs of students practice how to ask the interview questions.** * **Remind students that they must take notes when interviewing a community member.** * **A few students will interview their community member in the school as the rest of the class is working on a writing assignment.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards:**  **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.   * **I Can Statement(s):** I can ask questions such as who, where, when, why, and how.   **Instructional Plan:**   * **Introduce the biography called A Man with A Vision (projectable book from reading a-z)** * **Review fiction/nonfiction, realistic fiction, and biography** * **Teacher will read the story aloud as it is projected on the screen. Students will follow along and look at the pictures.** * **Together the teacher and students will discuss unfamiliar words, and review how to understand words through context and picture clues.** * **Review the question words (who, what, when, where, how) and answer them according to the biography.** * **Discuss what questions you would ask this person, and why you think his life is important.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards: RF 2.3 b** Know and Apply vowel teams.   * **I Can Statement(s):** I know the sounds and spelling for common vowel teams.   **Instructional Plan:**   * Teacher will introduce ten sight words (including team and boat). * Pull out 2 words and ask students what vowel sound they hear. Discuss how one word makes the long e sound and one makes the long o sound. Ask students where the vowel sound is located in the word. Write team and boat. Ask students if the sounds are in the same part of the word. * Let students discover that the long e sound is –ea in the middle of a word and the long o sound is -oa also in the middle of the word. * Let students brainstorm a list of words with the long e and o sound. Decide on 10 for everyone to study together. | | | | |
| **Closing/Summarizing Strategy** | **Turn and tell your table partner one new fact you learned today.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can turn their sequencing activity into a short paragraph.** | | **Teacher will pull small groups in order to help struggling writers.** | | | **Allow students to write important words before complete sentences in the sequencing activity.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Sequence activity | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |